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TRACTS FOR TEACHERS.

No. 1.

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AIDS TO

INSTRUCTION IN READING.

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EDITED BY

WILLIAM RUSSELL,

TEACHER OF ELOCUTION, AND AUTHOR OF A SERIES OF READING-BOOKS.

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AIDS TO INSTRUCTION IN READING.

THE following pages are designed, principally, to supply instructors who have wished for a convenient means of referring to the subjects of the Editor's lectures at the meetings of Teachers' Institutes. The present number of this work may, also, prove generally serviceable, as a manual of practical details in oral teaching, and in modes of conducting school exercises in reading. But it will be found more immediately useful to teachers who are making daily use of the American Common-School Reader, and the series of books connected with it; as the suggestions contained in this pamphlet are particularly adapted to illustrate the system of instruction embodied in those text-books.

An obvious improvement in modes of instruction, — when we compare the present condition of schools with the past, — consists in the attention bestowed on reading, as a branch of elementary education. Few teachers, now, are content with the old routine of hearing lessons *read*, (or rather *misread*,) instead of endeavoring to teach pupils *how* to read them. Reading is no longer generally regarded as a merely mechanical exercise of the organs of speech, or the monotonous enunciation of words "slubbered o'er, in haste." Most instructors, whose heart is in their work, require of their classes a close attention, not only to distinct utterance and correct pronunciation, but to proper emphasis and pauses, as indispensable to sense, and to appropriate tones of voice, as the natural manifestation of feeling.

The exercise of reading, in all schools in which the true spirit of instruction prevails, has ceased to be viewed as on a level with the mere process of the artisan in printing, in which no more is required than to present words fairly to the bodily organ. It is justly regarded as the living expression of sentiment, in which feeling mingles with thought, and in which eye, voice, ear, mind, and heart, are all called into action.

This universal exercise of the active powers of the human being, which is implied in true reading, is what stamps its proper value on this branch of education. Other processes of elementary culture, — arithmetic, for example, — may be of great moment for the discipline of one faculty of the mind, or of one class of faculties. But reading, rightly done, brings into full activity, not a few merely, but many, of man's physical, intellectual, and moral powers. It requires a correct and disciplined use of the organs of sight, speech, and hearing; a constant exercise of attention, discrimination, taste, sympathy, imagination, and even of will. It develops, therefore, and cultivates character, — the grand end of all education. If our common schools may justly be called "the people's colleges," it is with reference to this department of elementary cultivation that the designation may be most significantly applied.

The recent progress of improvement, as regards modes of instruction in reading, is truly gratifying to every mind which takes an interest in the

advancement of general education. In no branch, so much as in reading, is it in the teacher's power to breathe an intellectual influence into his pupils, and to awaken their powers to full, vivid, healthy, and happy activity. In none can he so surely succeed in stamping early impressions which youth may carry into after years, and retain amid the absorbing cares and distracting vicissitudes of busy life. Whether young people attain or miss the imperishable wealth which is secured by *a love of reading*, depends, to a great extent, on teachers, and, on the interest, in particular, which they infuse into the reading lessons daily practised in school.

But the design of this tract was not to expatiate on the value of this branch of education, so much as to contribute a few suggestions, which, it is hoped, may be found conducive to further improvement in modes of conducting school exercises in reading. The limits of a pamphlet will not admit lengthened expositions on this, or any other topic; nor would extended details be so acceptable, probably, as brief hints; and of these the writer would offer only such as do not belong to the use of books, or the adoption of systems, but rather to the personal action and oral instructions of the teacher.

The first suggestion, then, which, in this connection, it would seem important to submit to the attention of instructors, regards the selection of an appropriate

Time *for Reading Exercises.*

One of the most important, yet most generally neglected points, regarding elementary instruction in reading, is the fact that reading, and oral spelling, and even the naming or sounding of letters, are all vocal exercises requiring, (just as *singing* does,) *a vigorous state of the vocal organs.* Reading, spelling, and "saying" the alphabet, ought never, therefore, to come last in the daily order of school exercises, but always *as early in the school-time as may be.* It is too common a practice to call out boys to speak a bold declamation, at the close of an afternoon, when their minds are dulled, their spirits flat, their bodies weary, and their voices weak. No wonder that, under such circumstances, school-boy speaking is proverbially monotonous, tame, and lifeless. Girls are too often required to read at the last half hour of the school day, when faint from languor or exhaustion, when the air of their class-room having lost its elasticity, it is impossible that their lungs can make any vigorous effort without the utmost discomfort. Exercises performed in such circumstances, are attended with no slight injury to the organs of voice and of respiration; they are always followed by an aggravation of every symptom of weakness and suffering, a daily dilapidation of health, and a confirming of every wrong habit of feeble, indistinct, inexpressive reading. Children, too, are not unfrequently called up for a closing repetition of an exercise in spelling, or enunciation, just before the dismission of school, when their susceptible frames are utterly unfit for bodily exertion, and their minds are necessarily in a correspondent condition of disability.

If the whole school-time is divided into two portions, by a recess, the exercises in spelling, reading, or declaiming, should either fall within the first portion or upon the opening of the second. In this, as in all other things connected with the school period of life, exercises should be so arranged and conducted that children should daily return to their homes stronger — not weaker — for having spent the day at school.

No reading exercise should ever be so arranged as to keep pupils standing over fifteen minutes at a time.

Proper Attitude *for Reading Exercises.*

Reading being a vocal exercise which requires every aid to the full sound of the voice, and, therefore, the true and free use of the respiratory and vocal organs, the greatest care becomes necessary, as regards the attitude or posture of the body in which the exercise is performed. All stooping, lounging, and inclining positions, hinder the natural play of the organs of respiration and of vocal sound, and tend, more or less, to smother, stifle, impede, or weaken the voice, and impair the organs. Such attitudes, moreover, always impart a disagreeable quality to the sound of the voice, besides rendering it obscure or indistinct. The faint, muttering, or grumbling tones, of some young readers, are chargeable, wholly, to the neglect of a proper position of the body. *A true, clear, full, and agreeable sound of the voice, requires an easy but upright attitude:* the body not rendered rigid by the weight being planted equally on both feet, in the soldier's style, nor wearing the jaded air of allowing the body to sink in on one side, as if from weakness or disease of the spine. The head, in the act of reading, should be held perfectly vertical, and the book accommodated to this position of the head, — that is to say, neither so high as to be above the level of the mouth, nor so low as to render it necessary for the neck to bend or the head to droop, in order to bring the eye near enough to the book.

The too common inadvertency to such details, exhibits classes, in some schools, holding their reading-books in every variety of awkward and slovenly style. In such schools, the style of reading usually corresponds. In the performance of a reading exercise, the book should always be firmly but easily held in the left hand; the thumb pressing down the left-hand page, and the little finger the right-hand page, inside the book; the forefinger, outside, on the board, and opposite to the thumb; the middle and third finger outside, on the board, and opposite to the little finger. The right hand, unless when engaged in turning the leaf, should be by the side. If the book is too large to be held as just mentioned, the left hand may be entirely on the outside (on the boards) of the book; the thumb supporting the left-hand side of the volume, and all the fingers the right-hand side of it. The right hand may then be inside the book, the thumb on the left, and the fingers on the right-hand page, with pressure sufficient to keep the book open.

The chest, in the exercise of reading, *should always be kept expanded, projected and raised;* and, to aid this indispensable condition of a free and healthful use of the lungs and the voice, *the shoulders should always be kept back and down.* The *standing* attitude gives the freest play to the organs of voice. But pieces of a light and easy style, — not meant for public reading, — may be advantageously practised in the *sitting* attitude, as corresponding best to the style of the composition, and the usual attitude of the parlor. All full-toned, energetic reading requires the standing attitude. Little children should stand and sit ten minutes, alternately, during their reading and spelling exercises. One attitude, continued longer causes either dulness or weariness.

A due attention to the attitude of the body, in reading, physicians hav said, would not only be sufficient to do away all the exhausting an

enfeebling effects of which some readers complain, as attending that exercise, but would actually, in some cases, prove an effectual prevention of pulmonary disease, if the reader would make reading aloud, in a properly regulated style, a daily practice.

The proper mode of BREATHING, *during the exercise of Reading.*

Slow, full, and *easy breathing is indispensable to the proper use of the voice,* — whether as regards health or expression. Young children are peculiarly liable to injury from any neglect of this fact. Their eagerness to pronounce a word or a clause, — especially if difficult, and requiring an effort of attention, — predisposes them to omit breathing at the proper intervals. One of the most beneficial exercises, — as a daily preparation for all classes of pupils, but particularly the youngest, — is the practice of slow and deep respiration, under the eye and direction of the teacher; his hand regulating the exercise by the signal of rising, during the moments of inspiration, and falling, during those of expiration. Such an exercise, practised about a dozen times, before a reading lesson, puts the organs into the most favorable state for vocal exertion; and its influence, in giving vigor of lungs and freshness of feeling, is invaluable, as an aid to spirited, distinct, and impressive reading. — Other exercises in respiration, in addition to the one above mentioned, may be advantageously practised, to greater or less extent, according to the age and advancement of the pupil. — See the Editor's volume, entitled Orthophony, or the Cultivation of the Voice in Elocution, — published by W. D. Ticknor & Co., Boston.

Cultivation of the VOICE.

Owing to the great prevalence of nasal and guttural tones of voice among adults, and to the neglect of proper early cultivation, nothing is more common, in school exercises in reading, than a very faulty and disagreeable style of voice. Some young readers have a sharp, yelping utterance, which is actually painful to the ear; others have a hollow, muttering, husky voice, which seems to come forth with difficulty, and always fails of distinctness, and, in the reading of a piece of lively style, becomes ridiculous from its gloomy, croaking effect. Some young readers have a choking sound of voice, as if the throat were partly stopped up with food not entirely swallowed; others have a thin, feeble, faint voice, which has not force enough to make a full or distinct sound, in any word, or syllable, or letter which they enunciate; and many always read and speak with a most unpleasant nasal voice, as if every sound they uttered came through the nose only. This last fault is exceedingly prevalent in country schools: and as it is a mere trick of habit, which every child can be taught to avoid, it is the duty of teachers to see that it be early and thoroughly corrected.

The remedy for all such faults is very easy, with young pupils. Let them listen to the disagreeable and ridiculous effects of the faults which have been mentioned, exemplified in the voice of the teacher, and contrasted with the true and proper sounds of the voice. These illustrations should be repeated till children have a perfect idea of the fault, as such, and of the appropriate quality and style of utterance. It is even necessary, in some cases, to have the pupils themselves exemplify the fault intentionally, a few times, so as to make sure of the error being distinctly perceived, and its bad effect fully felt.

The following particulars, however, always need the closest attention, as indispensable to true and full utterance.

1st, *right attitude*, as already mentioned; an erect, firm, and free posture being the only proper one for the human frame, as a vocal instrument.

2d, *full*, *free*, and *deep breathing*, as the only means of gaining the requisite supply of air to the vocal organs.

3d, a *free opening of the mouth*, as the indispensable condition of the unimpeded issue of the sounds formed by the larynx.

The long sounds of vowels and diphthongs should be practised daily, or previous to every reading lesson, in a full, round, and sustained voice, as in bold singing; and, during this exercise, the teacher should give close attention to the attitude and respiration of the pupils, and, particularly, to the free opening of the mouth, and the pure and true quality of the vocal sound. Words containing the long sounds of vowels and diphthongs, should next be uttered in the style of voice which has been described.

The introductory Suggestions to Teachers, in the Editor's Primer, and Lessons at Home, indicate the course recommended for the gradual advancement of learners, from the first steps onward, with reference to the sounds of letters, and the aid to be derived from a judicious use of spelling, as an aid to progress in reading. — See, also, Exercises in the Editor's Primary Reader, the American Common-School Reader and Speaker, and the Introduction to the same, — also, in the American Elocutionist, and The Young Ladies' Elocutionary Reader and Introduction. Special directions for the training of the vocal organs are given in the Editor's work entitled Orthophony, or the Cultivation of the Voice in Elocution.

Practice of Enunciation.

One great cause of the indistinct and inexpressive style of reading, which is so generally a subject of just complaint, in relation to school exercises, lies in the fact that so little attention is commonly given to the great means of acquiring a distinct enunciation, — 1st, a perfectly exact perception of the distinctive character of every *elementary sound* of the English language, and 2d, the right position and action of the *organs*, in the act of articulation.

Every word uttered in the reading of a lesson, being but a composition formed of the powers of alphabetic elements, it is impossible to read correctly without a previous knowledge and practice of the constituent elements, individually, and a due attention to them at the time. In all arts, and in reading not less than in any other art, the acknowledged mode of learning to execute a compound whole, is first to acquire the ability to execute separately the simple parts. The process of joining is then all that remains to be done.

More attention, it is true, has, of late years, been given to the study and practice of the elementary sounds of our language, than formerly. But more still is due. Acquiring our vernacular language, by ear, in early childhood, we are unconscious of the successive steps of our progress; and our daily use of speech in our unreflecting years, leaves us little opportunity of dwelling on the exact character of the sounds which we are uttering. Children copy the sounds which they hear from others, whatever these sounds may be, distinct or indistinct. In childhood, we are dependent wholly on example; and the prevalence of incorrect usage is such, that few children enjoy the advantage of being formed on correct models; and

even if the style of parental example is accurate, that of juvenile negligence and daily association soon tends to corrupt the habits of individuals. Hence, the general remissness of children, in this particular, and, unless the teacher is exceedingly vigilant, the imperfect standard which is apt to exist in school. The extent of faulty enunciation is such, in very many instances of school exercises, that the most familiar monosyllables in our language are not once, in the whole school year, heard with their appropriate sounds. The words *Of*, *The*, *And*, for example, are commonly uttered in such a manner as to lop off one or more letters from each. The haste and slovenliness of school reading not unfrequently give the phrase, "The law of the land," in this amputated form, "The law *o*' (or rather *u*') *th*' land." [The common error of *lawr*, for *law*, we throw out of the account, for the present.] The phrase, "Man and beast," becomes, in a similar way, "Man *an*' beast." "Good and brave," becomes "Good'*n*' brave," &c.

Multitudes of errors creep in, of course, into words which are polysyllables; thus "*P'litic'l*" for "political," &c. But we cannot here propose even to begin an enumeration of such errors.

The only sure means of avoiding or eradicating such faults, in young readers, is *the early practice of articulating the elementary sounds of the language*, as a regular daily exercise, and of *enunciating syllables and words which embody these sounds;* a strict attention being, in every instance, paid to the exact character of the sound, as carefully defined and exemplified by the teacher personally. — See the Editor's Primer, Lessons at Home, and Lessons in Enunciation, or his Spelling-book, and the other volumes of his elementary and common-school reading-books, already mentioned.

The sound of every letter should be taught along with its name, during the very first steps of the learner's progress in the alphabet; and, in every elementary lesson in reading, there should be a few minutes devoted to the practice of not only spelling the words of the lesson, but *articulating the sounds* of the letters which compose them, and *combining these sounds in the enunciation of syllables*, with a close attention to the sound of every element, whether simple or compound.

The second great requisite to distinct enunciation, on the part of young readers, is the watchful attention, given by the teacher, to the mode of articulation, with reference to *the position and motion of the organs of speech*, during the formation and execution of every elementary sound. Many children incline to feebleness, slackness, and slovenliness in their utterance, because they are inadvertent as to the true position and proper movement of the organs, in the act of forming given sounds. The attention of young learners should be closely directed to the appropriate style of action in every organ, to the due opening of the mouth, a forcible and spirited play of the tongue, the palate, the lips, and all the other minor organs of speech, — the instruments of articulation. Much daily practice should be had in this department of early training, — first, to secure *exactness*, then *fluency*. Slovenliness, negligence, and laborious preciseness, are alike prevalent, on the extremes of school usage, in this branch of education. Extensive exercises in enunciation may be found by referring to the volumes already mentioned, and to Russell's School Reading Chart, to be had of the publishers of this tract.

Attention to correct modes of PRONUNCIATION.

The habitual manner of pronouncing the words of our language decides not only the fact as to the culture and taste of individuals in society, but is a fair test of the intellectual habits prevalent in schools. An observer of the condition of schools, in all parts of the United States, for the last twenty years, must be well aware that much improvement in current modes of pronunciation has been effected, within that period. But much remains to be done, in this branch, ere a desirable correctness and propriety of style can be justly called general. Schools present themselves in three different classes, with reference to this part of instruction in reading. There are many in which the teachers seem to be contented with what has sometimes been called the influence of "a wholesome neglect," — leaving everything at hazard, under the plea that it is not worth while to be "particular" about the pronouncing of words, or that there is not time to "look it up," or that early habits are already too deeply rooted to be effectually changed. Reading may be said to be "heard" in such schools; but it certainly is not taught, as the gross vulgarisms and local errors current plainly show. A second class of schools exemplifies the opposite mood of the teacher's mind, and a fastidious, overstrained, pedantic nicety of style in pronunciation, which enforces Walker, perhaps, to the letter of every peculiarity, even to the obsolete and exploded points of defunct usage or proposed innovation, insisting on "*Yiss*" and "*Yee*," for *Yes*, (*yess*,) and *Yea*, (*yay*,) and mincing *Civility* into "*Ceeveeleetee*." — A third class of schools exhibits a different species of faults from either of those which have been mentioned. In the reading exercises of the schools to which we refer, an observer finds no Walkerisms and no vulgarisms, but "an assortment" of all the local errors of New England, exhibited with, perhaps, a minute and laborious fidelity, constituting what, in all other parts of the United States, is stigmatized as "Yankee" dialect.

The freer intercourse which, of late years, has existed between the various parts of the Union, and the judicious relinquishment, on the part of recent editors, of objectionable peculiarities which characterized the orthoëpical portion of the dictionary of the venerable Dr. Noah Webster, have done much to remove the class of faults to which reference is here made. But many of our schools, in this region, are still strikingly marked by the prominent faults of mere local habit in pronunciation. *National, not local usage, should be the rule for every teacher*, in whatever part of the Union he may be called to teach; and a safe guide to such a standard may be found either in the Universal and Critical dictionary of Mr. J. E. Worcester, or in the edition of Webster's dictionary, by Professor Goodrich. — A copious list of common errors in pronunciation occurs in the orthoëpical portion of the Editor's reading-books before mentioned, — more particularly in the Introduction to the American Common-School Reader.

Appropriate STYLE *in Reading.*

A full exposition of the various branches of elocution would be incompatible with our present purpose;* and we must bring these brief practi-

* The subjects of emphasis, inflection, and pausing, may be found concisely stated, for young readers, in the Sequel to Russell's Primary Reader, and more

eal suggestions to a close, with a few remarks on style, or "expression," (as it is technically called,) in reading.

An appropriate style or manner of reading implies, in the first place, that the reader has a perfect understanding of what he is reading. It becomes an important duty, therefore, of the teacher, to see to this condition being fulfilled. To secure this point, the only effectual way is, that *the teacher should read to his pupils*, beforehand, *every lesson*, and give, as he goes along, every requisite *oral explanation*, relating, not merely to the *language* and forms of *expression*, but to the *facts*, *objects*, *incidents*, *characters*, or *sentiments of the piece*. *These explanations should be repeated, in substance, by the pupils*, before the reading exercise is begun. *Every peculiar word, in orthography and orthoëpy, should be fully discussed* by the teacher, in his preparatory reading to his classes, and afterwards recapitulated by them. The definition, also, of every word of the lesson, which the teacher thinks proper to ask, should be held as due from the pupils, at every reading-time. *Every peculiar or interesting reference to nature or art* in the paragraphs of the piece, should, as far as practicable, be verified by actual reference to *specimens* or *cabinets*. The teacher should be a living encyclopædia of the lesson to his pupils. Nothing short of this standard can ever accomplish the purposes of education. Our common schools, it has been already remarked, have been happily called the people's colleges. Reading, rightly done, for its intellectual and moral objects, will do more than any other branch to make our schools virtual colleges.

To read, "*with the understanding*," *is the first step*, and is nearly all that is due in reading a piece of composition limited to the statement of *facts*, and addressed to the head rather than the heart. The teacher will find his chief duties, as regards elocution, in the practice of such reading, to lie within the sphere of *distinct enunciation*, *correct pronunciation*, *true emphasis*, *and proper inflection and pauses*. — For the details comprehended in these last three branches, see the rules and principles laid down in the Editor's volumes before mentioned.

But reading, whether regarded as a branch of useful education, or an accomplishment implying the highest exercise of the moral and intellectual faculties combined, in the forms of taste and imagination, becomes yet more an important object of the teacher's attention, when it is not limited to the exercise of the understanding, but appeals also to the heart, and touches the springs of sentiment and character, or rises on the wings of imagination, or soars, it may be, to the height of devotion. The dry intonation of the understanding, which serves sufficiently well to communicate mere facts, as such, is not adequate to the purpose of touching the sensibilities of the soul, through the ear, or raising it to the height of poetic or devotional sublimity. The natural music of *emotion*, inspired by themes of such a character, must be heard in the tones of the voice. *Feeling*, in such forms of sentiment, *demands* its *appropriate utterance*, as the only condition of *sympathy:* divested of its aid, the writer's sentiment and language are robbed of their true power. The teacher, in his previous reading of such lessons, has now a different task to perform. To obtain an appropriate reading of a passage of lofty or beautiful sentiment, such as abound

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fully, for pupils more advanced, in Goldsbury and Russell's American Common-School Reader. Teachers will find the theory of these parts of the subject discussed, in detail, in the American Elocutionist.

even in our school reading-books, he must be able to enkindle and inspire the minds of his pupils, by *the genuine tones of feeling;* and *every striking illustration of fact, or anecdote, or analogy*, which he can command, must be pressed into his service. The mind of the young reader must be set aglow with sympathy, that his tones may thrill with emotion.

Schools, in general, exhibit two opposite defects, as regards the style of voice in reading poetry or impassioned prose, — a dry, mechanical, prosaic manner, divested of all expression of feeling, or a false, rhetorical utterance, which gives an artificial warmth of tone, for the genuine glow of emotion. The former mode converts the sublimest poetry into the flattest prose; the latter attempts to impose upon the ear the accents of affectation for those of sincerity, and betrays itself by its over-labored effect. The former style is sometimes upheld by teachers, both in example and inculcation, as "natural," because it is *habitual* to them; and the latter is justified, on the plea of *effect*, under an impression that a reader ought to make as much as he can of his author. But true style in reading, as in anything else, while it withholds no genuine trait of just emotion, never attempts to add anything factitious. True reading rises and falls with style and subject. It is no stereotype fixture of the voice of the reader personally. It always takes on and gives off the hue of the sentiment which it utters. It shifts, with ease and promptness, from the style of an epic poem to that of a rhyming fable, — from the full-toned energy of a public declamation to the familiar manner of an anecdote read by the fireside.

To enable the teacher to instruct with success, in this department of reading, he needs not only a true ear, but a discriminating judgment, and a close analysis of vocal effects; and, as the musician calls to his aid the use of the eye, by characters and notes, so will the intelligent teacher of reading aid one sense by the prompting of another. *The black-board, and a system of notation, will prove invaluable aids to him.* There was a time when music was taught without rules and without notes. That day is past. Dr. Rush's system of elocution enables the faithful teacher of reading, as well as the vocalist, to enjoy the full benefit of suggestive characters, in which the eye speaks to the ear. — A compend of Dr. Rush's theory, together with a system of notation adapted to it, will be found embraced in the Editor's Orthophony, and in the American Common-School Reader. Further aid may be obtained by the use of the School Reading Chart, prepared by Mr. Francis T. Russell, and designed to accompany the various reading-books in common use.

Instruction of Young *Classes.*

Teachers who are desirous of obtaining special aid in the instruction of the youngest classes of learners, in primary schools, are referred to the suggestions appended to the successive lessons contained in the Editor's Elementary Series, and to a course of simple elementary exercises, preceded by a familiar lecture, addressed to young children, on improvement in reading; the whole embodied in No. 1 of "Tracts for Primary Schools," and designed to accompany Russell's Elementary Series. The tract referred to may be obtained of Tappan, Whittemore & Mason, the publishers of this manual, and of Goldsbury & Russell's series of reading-books.

Use of the AMERICAN COMMON-SCHOOL READER.

In the instruction of classes in the American Common-School Reader, teachers are themselves the best judges to what extent it is advisable, in given cases, to pursue the rules and exercises contained in the first part of that work. The pupils, in some schools of superior character, are successfully and advantageously carried through the whole introductory portion; while, in others, a selection of the most prominent and important parts of the elocutionary matter is found sufficient. The only points of indispensable moment, in instruction and practice, are, that but one branch of the subject should be taken up at a time, that what is attempted should be thoroughly done, and that, in all cases, when a rule has been studied, and its examples have been practised, in the introductory part of the Reader, the class should be carried, at once, to the practice of the pieces in the body of the book, which are marked for the purpose of more extended exemplification of the rule or principle. The pieces prescribed to be marked by the pupil, should also be carefully attended to, before passing to a new portion of the subject.

☞ Pupils who have been trained on other preparatory books than those designed as introductory to the Common-School Reader, and whose enunciation is defective, may be benefited by a course of drilling on the exercises in Orthoëpy, at the beginning of the Introduction to the Reader, before commencing the Reader itself.

The Reading Chart, already mentioned, will, it is thought, be found of great service to all classes of pupils, from the youngest to the eldest. It contains a brief course of exercises in articulation, and one on the tones of the voice, adapted to the purposes of instruction in the various gradations of primary and common schools, as well as other seminaries in which reading is regularly taught, as a branch of education.